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ABSTRACT

With America's technical base eroding to those countries with more desire and ingenuity, a concerted effort must be made to encourage the brightest, most talented individuals to take on the most demanding and technical challenges that lie ahead; but this is not happening to any great extent. As the horizon is scanned for help in the nation's growing education crisis, it is useless to search out the Federal Government. With a burgeoning national debt, faltering banking system, and laissez-faire attitude, the government is in no position to help. Yet the answer lies at home: business. Business has the need for qualified employees, the desire to accept community challenges, and resources to make a difference in the education system. Containing seven chapters, this handbook paves the way for business and educators to form partnerships enabling cooperation in programs of mutual benefit. Topics covered within the chapters are the concept of partnerships, designing a partnership plan, business-education partnerships, Pittsburgh's Partnerships In Education, Nashville's business-education partnership program, and World Book's national Partners in Excellence classroom reading program. Forms and ideas for implementation of an adopt-a-school program are appended. (Author/KM)

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Partnerships in Education
journal

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A Manager's Handbook to Partnerships

How to Set-Up, Run and Maintain Partnerships

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A Manager's Handbook to Partnerships

How to Set-Up, Run and Maintain Partnerships

Edited by Don Adams and Paul Snodgrass

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With Our Compliments!
Don Adams
Your Partner in Education

An Introduction

by Paul Snodgrass

Anyone who doesn't perceive the need for business-education partnerships, must hail from another country.

Not from another industrialized country, however; because many of this nation's economic trading partners spend more on education, have better educational systems and produce citizens better prepared to cope with the challenges of life and job than we do.

We, as a nation, are failing on a number of fronts that might have future implications greater than any war we've fought.

As U.S. Secretary of Labor, Elizabeth Dole sums up our nation's educational system, "We have a national crisis on our hands."

Fundamental Skills

America's schools not only must produce students capable of mastering the 3Rs, they must produce students capable of *learning*. Basic skills are not enough in the fast-paced global economy in which this country is competing. Those who cannot learn will not succeed.

"The new American worker will be expected to have a broad set of skills previously required only of supervisors and managers, which go far beyond reading, writing and math," says the American Society for Training and Development. And basic skills directly influence earnings, with the employer required to train employees more than ever before. America's students must come prepared to learn on the job. Those with the most education, the Society says, can be expected to receive the most on-the-job training and compensation for it.

U.S. Secretary of Education Lauro Cavazos figures that by the year 2000 half the nation's jobs will require at least one year of college. But we're still trying to find ways to keep high school students from dropping out, as 700,000 youngsters do each year. Maybe one solution is to interest them in their futures: those who aren't interested in a college degree should shadow a worker at the local steel mill, drafting company or restaurant. We must keep these future voters off the streets and on the job.

Technical Skills

With this nation's technical base eroding to those countries with more desire and ingenuity, we must make a concerted effort to encourage the brightest, most talented individuals to take on the most demanding and

technical challenges that lie ahead. But this isn't happening to any great extent.

Donald R. Beall, chairman and CEO of Rockwell International says that within 20 years the United States will have a shortfall of 700,000 scientists and engineers. Our colleges are turning out as many foreign-born mathematics PhDs as they are native-born students. Students from abroad aren't any brighter; they have been encouraged to excel. Our philosophy has been to go for the money, fast. Forget about investing in the future. This must change, or we won't have any advanced-degree students in colleges or a technological base for our economy.

"Educators at all levels, including administrators, and unions need to start acting as if they, too, have a part to play in producing a technically competent workforce," says an Aerospace Education Foundation Study published in 1989. "The U.S. Education system needs to be overhauled, not just remodeled. Indeed, *perestroika* would not go far enough; the U.S. education system needs a cultural revolution."

Partnerships for Reform

As we scan the horizon for help in our growing education crisis, we needn't search out the federal government. With a burgeoning national debt, faltering banking system and laissez-faire attitude, the government is in no position to help.

Yet the answer lies in our own backyards: business. Business has the need for qualified employees, the desire to accept community challenges and resources to make a difference in the education system. Business can become a major player in more than just education, but in cultural reform, because as any sociologist will say, all societal problems have overlapping implications.

Forced by rising costs to earn more money, both parents must work — often times there's only one parent — and children are left to a television babysitter. These young, eager, impressionable minds are soaking up the intricacies of cartoons, when company-sponsored on-site schools might ignite the genius of another Edison. What business of consequence can't afford such an investment?

But a revolution must reform the century-old cottage industry of students in the classroom. It's *partnerships* between business and education that stand the best chance of making a difference.

And in this spirit, this handbook paves the way for business and educators to cooperate in programs of mutual benefit. Because effective cooperation and understanding linking the classroom with the boardroom will make a difference. It might be our only chance.✦

Paul Snodgrass is publisher of Partnerships in Education Journal.

Chapter One

The Educational Challenge

by Alvin Granowsky, Ed.D

It is exciting to travel through the United States to see and hear all that is happening in our communities and schools. It's more refreshing to experience firsthand the groundswell of support for our nation's schools growing among business and volunteer groups. This support is needed because the task to strengthen our nation's schools is greater than ever before.

Consider the responsibilities we have placed upon our nation's schools and teachers by looking at the three major challenges all teachers face:

— Teachers work with groups of 25 or more students in the typical classroom. Even when youngsters have been diagnosed as having special needs that require much greater time and attention than regular students, the teacher typically meets with them in groups of 10 or even 15. Compare those numbers to most other professionals who work with one patient or client at a time. This contrast makes it obvious that teachers have little time to focus attention on individual moods. Teachers must be experts in management, control and discipline techniques to take charge of their classrooms. Imagine yourself for six hours a day having to manage, control and discipline 25 or more students who are seven, 10 or 16 years old.

— The teacher is responsible for imparting a set body of skills, information and concepts to their students that our society has decreed all children are supposed to learn at specific grade levels. The typical delivery system to teach students is a textbook with related workbooks and other support materials. Tests are tools that monitor if required learning and teaching actually is taking place on schedule. Usually multiple-choice, these tests correlate to the materials in textbooks and measure responses involving right/wrong answers. Teachers are then required to label student performance with letter grades such as A, B, C, D and F. Grades are used to sort students into categories for further learning and even life-time careers. Student performances on key achievement tests can end up as newspaper headlines or news broadcast reports, affecting the way people view their school, principal and teachers.

— Teachers are expected to nurture individual students who exist in classrooms as unique human beings with physical, emotional, social and cultural needs and strengths. Sometimes a child's need for acceptance, love, security, health, safety and learning are not met at home. The void is filled by concerned teachers who invest considerable time and energy in their students. Yet, there is no "paper-and-pencil" test currently in use that measures the impact of teachers' intervention on student learning despite

the fact that this is a very necessary and demanding part of each teacher's day.

Consider how a business manager and his/her employees might feel if a large part of their daily work and time were not considered in the job evaluation. Would this be a fair or complete evaluation? Of course not. Then consider teachers who help students develop the following three basic learning goals that are not assessed by the school's testing program, but are necessary for student achievement:

- Developing pride in work and feelings of self-worth.
- Becoming life-long learners who know how to find and evaluate needed information.
- Fostering a desire for learning now and in the future.

Our education system works but not as well as it could or should perform. Improving it requires a lot of effort and commitment from the families and communities of this nation.

What would you do if the raw materials needed to run your business did not meet your specifications? How would that affect the quality of your final product? What if your performance goals did not match the realities of your workplace? How would that affect your employees' performance and morale? When you think about the three major responsibilities of teachers and their schools noted above, you can see why schools need community support, even in the best of times.

Consider this:

— Today we are experiencing one of the largest waves of immigrants in our history. Most of these immigrants are coming from Asia, Latin America and the West Indies. The needs of these immigrants must be met if they are to become productive, integral members of our society. As in the past, schools and teachers are expected to offer both a place for academic learning and the sociocultural experiences necessary to be absorbed into the American way of life.

— For the greater part of our history, our country developed as two nations, very separate and very unequal. One nation was predominantly white, the other black. We are now attempting to blend those separate nations together for the well-being of our nation as a whole. It is a process that started in the past two or three decades when our schools were legally integrated. Our nation's schools and teachers carried the brunt of integration and almost became overwhelmed by the demands and conflicts.

— The traditional roles of parents as a child's first teacher and life-long co-teacher is being threatened by modern life. Single-parent homes with mothers in the labor force are on the rise. This situation is cutting the long-time line of support between the home and schools that teachers have depended on to help a child learn. Many of our troubled homes, and even homeless families, have become the cause of children's learning problems.

If, indeed, it is true that a nation's concern for its future can be judged by the effort it makes in rearing its children, then this is the time for us to

show our concern, as we are now doing. We all have strengths and insights and resources to bring to our children's education.

We wish you well in your efforts!✦

Dr. Alvin Granowsky is vice president, School and Library Services, World Book-Childcraft, Inc.

Chapter Two

Partnerships: The Concept

by Susan D. Otterbourg, Ed.D

What Are Partnerships?

The dictionary (*Random House Dictionary of the English Language*, 1967) defines partnership as "the state or condition of being a partner. . .participation. . .joint interest. . .the relation subsisting between partners. . .the contract creating this relationship. . .an association of persons joined as partners in business." Thus "partnership," the active participation of *all* involved in a relationship, is distinct from "philanthropy," which is defined as "the donation of money, property, or work to needy persons or to socially useful purposes." Taking it one step further, educational partnerships are defined as mutually collaborative efforts in which the partners involved are committed to the use of resources in support of school improvement.

How, Why and When Were Partnerships Started?

Schools and their community and business organizations have participated in *informal* partnership and volunteer programs as long as we can remember. These programs were elevated to a more formal level when President Ronald Reagan, in his 1983 State of the Union address, focused on the growing national concern following the *A Nation at Risk* report. The President stated, "We must join together — parents, teachers, grassroots groups, organized labor, and the business community, to revitalize American education by setting a standard of excellence." The President subsequently proclaimed school year 1983-1984 as the Year of Partnerships in Education.

From The White House, the call went out to government agencies, businesses, community and religious groups, associations, parents, and the armed services to join with schools in an effort to improve education for all of America's youth.

Individuals and organizations from the public and private sectors were asked to work with schools to meet their educational and vocational needs by sharing funds, equipment and personnel. In June, 1984 the Presidential Board of Advisors on Private Sector Initiatives sponsored its first National Symposium on Partnerships in Education. Thomas W. Evans, chair of the

Education Committee of this Board of Advisors, convened the Symposium that was attended by approximately 200 people representing business, education, government and non-profit constituencies. Thus the network of formal partnership development. . .the partnerships in education movement was born.

During the past six years, partnership programs have grown in both depth and breadth. The National Symposium's attendance grew to nearly 1400 in 1989. During this annual event, partnership program leaders from business, education, government, non-profit and community organizations join to share their experience and expertise with other leaders of the Partnerships in Education Movement. The merger of the Symposium in 1988 with the National School Volunteer Program under the "umbrella" of the National Association of Partners in Education (NAPE) provides partnership leaders from throughout the country with a network to support the movement.

How Have Partnerships Worked?

The partnership network currently operates at local, state and national levels, with significant international aspects as well, particularly in Canada and the United Kingdom. With more than 140,800 partnerships counted (USDOE 1988), more and more human, financial and in-kind resources are being expanded to support school improvement.

Where does business fit within the movement? Six years ago, business interest in partnerships lay primarily in community relations. Currently, the attention of business is focused on the broader issues of how to recruit and retain a qualified workforce, how to expand the pool of educated consumers and how to improve the social and economic conditions affecting the quality of life within the larger community.

And business looks upon alliances with educators and other community groups as important and growing tools to address its interests and needs. They have seen partnerships, through such vehicles as adopt-a-school, foundations and volunteer programs as supplemental and supportive to school improvement efforts. Increasingly, collaboration is seen also as a tool, for example, to support the passage of school district budgets, to empower educators to manage schools and instruction differently, and to lobby at state and national levels for broader support for sweeping changes in school governance.

The question from educators and other community groups is "will this business interest *hold*?"

During the past five years, as the number and kind of collaborative programs have grown, program leaders concentrated their efforts on program planning and development, recruitment and recognition of partners, establishing program structures, and implementing program

activities. Evaluation, when requested, was done primarily on a one-time basis and focused on the documenting process, that is, "what happened" and "what was accomplished." Most of these reports tell us the number of hours volunteers served in schools, program monies spent, number of pieces of equipment loaned, kinds of activities and how these activities were planned, implemented and managed. In general, partners have been satisfied with these evaluations.

Those involved in the partnerships in education movement see that times are changing. With program growth, many communities are struggling with such problems as program coordination and resource allocation while the requests for resources continue to increase — as do the costs for educating our children. Traditional local, state and national government resources for school reform efforts appear to be inconsistently available or shrinking. During the past three years, private sector support to public education has significantly increased. However, the private sector is itself faced with increasingly limited resources due to factors such as rising labor and training costs, changes in corporate structures such as mergers and acquisitions and fluctuating profits. It is clear that the private sector can assist, provide technical assistance, lobby for and advocate good schools. But, businesses cannot do it all and they cannot supplant basic school efforts and functions.

All partners in education, especially business, are faced with decisions regarding the use, distribution and management of more limited resources for educationally related programs and efforts. Should programs be added, replicated, extended, eliminated or consolidated? How are these decisions to be made?

Partners need information upon which to base decisions about the allocation of their financial, in-kind and human resources. They need to know what is working. Business has been asking such questions as:

- How resources have been, are being, or will be used by school and community partners?
- What impact these resources have had in relation to achieving partners' goals and objectives of student involvement in achievement, behaviors and attitudes?

Partners now want to know both the *quantity* — How many partners put in what kind of hours or amount of monies spent? *And* the *quality*— Did attendance improve? Was substance abuse less prevalent? Did more students pass their courses? Did fewer students cut class? Did students take more and more difficult math and science courses? Did fewer students drop out of school? Did more students pursue post-secondary education and training? Was less remedial training of entry level employees necessary?

The nature of collaborative programs precludes their easy measurement. Thus far, partnerships have been primarily ancillary rather than integral to the core life of a school. Second, there has been little precedent and experience for determining outcomes resulting from partnership struc-

tures, activities, procedures and strategies other than scattered "one-time" evaluations or quantitative record keeping of hours, kinds of activities, numbers of volunteers and other similar "counts."

Third, until recently, partnerships lacked appropriate measurement systems and instruments. Last, educators, already pressed to evaluate outcomes from traditional programs, have been reluctant to assess non-traditional programs that are supposed to be "fun," supplemental and enriching to the regular curriculum.

What Impact Do Partnerships Have?

Both public and private sector partners have raised expectations about the impact of partnerships on learning behaviors, achievement and attitudes; on administrative and instructional school infrastructure and behaviors; and on policy and legislation at local, state and national levels. Partners in education are increasingly seeking some measure of accountability in exchange for the resources that have been expended on these programs. Recent research; (see *Partnerships in Education: Measuring Their Success*, InfoMedia Inc., 1990) provides some early response to these questions. Partners are using information collected through assessment as a basis for decision making related to whether or not to plan new programs; refine and or expand existing programs; recognize and celebrate program success; institutionalize and replicate a program; document the long-term effects of a program on participants; review and redesign the delivery of instruction; elicit new resources; strengthen community relations; and redesign curriculum. Assessment of these non-traditional programs is at an early level. Partners are using instruments such as surveys, observations, interviews, tests, teacher judgement and record keeping forms.

As partners create new means, such as database management systems, or refine and adapt existing evaluation procedures, strategies and tools to measure program processes and outcomes, the data collected should establish the base of support necessary to facilitate and promote increasingly substantive and extensive improvement through private and public sector collaboration — through partnerships.✦

Dr. Susan D. Otterbourg is president of Delman Educational Communications.

Chapter Three

How to Start

by Cynthia Shelton

Gaining Executive Support

Whether you are volunteering to initiate a partnership or you have been assigned to coordinate a partnership, you want to start with support from *the top*. Executive level support from both the business and the school is the critical first step. Without it, subordinate involvement will be limited at best. This is a philosophical commitment, as well as of resources and time.

Therefore, conduct the initial meeting with the top management and secure their support, approval and commitment of the organization. Once the support is in place, it must be clearly defined and communicated by the executive to all levels of the organization, including, supervisors, employees and unions. Both the business and school heads must be willing to allocate time to the program and designate a staff member to act as the Partner Coordinator.

Partners as "Generalists"

Partners can connect a wide variety of their employees' professional and personal skills, talents, resources, as well as facilitate resources from many of their community contacts through service clubs, customers, clients and the like. Viewing your company as a broad base of resources that allows you to be a "generalist" partner for many curricular areas will provide a lasting partnership that serves all students.

Identify Coordinators and Advisory Councils

The company partner coordinator needs to have easy access to all company departments. They either attend manager meetings or can report on a regular basis.

Because of the broad base of connections, you will want to provide a representative advisory council as the "think tank" for "your" partnered school. The broader your connections, the more curriculum applications are assisted. Each partnership can be guided and kept on course by this advisory council.

Councils can be created from former graduates from the school, current affiliates of the school, such as parents or neighbors, former teachers, or the company's volunteer program. In most cases, a management team with representatives from all departments is the best vehicle to study partner plans and approve employee involvement.

The advisory council needs to assess the school's educational plan, their goals and their suggestions for involvement. The council then can identify appropriate resources, priorities and commitments for the partnership. The business partner coordinator becomes a co-coordinator with the school partner coordinator. Together they chair the school-based council that plans and executes all programs. Ideally, other community members are included on the school-based council to provide program resources such as mentoring, tutoring, job training counselors, special education experiences, city service agencies and the like.

The school-based council needs to set regular dates and times for their meetings. Alternating the meeting location between business and school can be an effective method of identifying resources, needs and getting acquainted.

Recruitment of Employees

Recruiting employees is a natural resource the company has at hand. To assist in the recruitment use some or all of the following to solicit employee involvement in the partnership:

1. Memos, information meetings, posters, flyers that identify what a partnership is, name and description of your school, list of school needs and offerings, benefits of a school partnership, program ideas of identified plans, incentives for involvement, and sign-up sheets.
2. Bring students and teachers to a managers meeting for testimonials and reports.
3. Request former participants for testimonials and enthusiasm.
4. Be specific regarding time commitments, what is expected, and a program description, mission, design and incentives.
5. List a variety of ways the employees can be involved so they can tailor their skills, interests and time to meet both partner's needs.

Employee volunteers can perform a number of services for the school including:

- Being a classroom speaker;
- Sharing a hobby such as kite making, travel, gourmet cooking;
- Demonstrating work skills as part of a career exploration unit;
- Hosting a company tour;
- Sponsoring a student for a worksite exploration day;
- Being a pen pal;
- Serving as a tutor at the school;

- Working with a special interest club;
- Sharing information about one's cultural heritage;
- Being a driver for field trips;
- Indicating a preference for visiting your partnered school once, weekly, monthly or quarterly.

Relationship Building

Establish a strong working relationship between the business and school coordinators early on. The formation of this relationship is so fundamental to eventual success that conscious attention should be paid to its ongoing development. Work towards long-term relationships, not short-term activities. Go slow, be patient, understand the two different cultures you are marrying.

Some suggested relationship building activities include:

- Spend time up front getting to know each other. Become familiar with the different cultures and work styles. Know your student population, school needs, goals, special programs, student age characteristics and other specific attributes of the school. Discuss problems teachers face and what the school improvement goals are.
- Learn about each coordinator's job and review your previous involvement with schools and community and your current commitments.
- Tour each other's facilities.
- Discuss your expectations and limitations.
- Share your work hours, phone numbers, timelines and set regular meeting dates.
- Provide a meeting to interconnect teachers from curricular areas that have commonalities with the company departments. Art teachers and graphic designers, language teachers and personnel or marketing, social studies teachers with marketing or trade departments, home economics with the executive dining room, special education teachers with the mail room.
- Plan a social or sport event and serve food. Invite the faculty to hold their regular staff meeting at the company, take them on a tour, bring in the top executives for introduction and program reports and presentations.

Mutual Vision and Your Goals

Early planning is more than the initial step in the partnership process. It is the foundation of a successful interrelationship based on mutual understanding of complimentary goals and objectives. Planning *cannot* be rushed. A major program can take months to develop and it takes a *solid* relationship to execute.

To begin, a survey is necessary from the students, teachers and business employees. They need to understand the benefits that each can receive from the partnership.

After you have identified the needs and resources for both sides, you can prioritize and set your goals for the year. Without goals it is impossible to develop a plan or measure your effectiveness. Goals should be general enough to become the umbrella for more specific objectives, yet focused and measurable enough so partners clearly understand the direction in which the partnership will proceed. Always choose your goals realistically and do a few things well.

Writing the Action Plan

Partnerships hold themselves accountable through an agreement that identifies their mutual goals and states specifically how these goals will be attained. What objectives, activities, and on-going programs will be conducted to accomplish these goals.

It is important to formalize the action plan with signatures from the business partner coordinator and their supervisor or top-level executive as well as the school partner coordinator and the principal.

These plans will be reviewed twice yearly, at mid-course and end of the school year. To avoid the discomfort of a summary evaluation that says, "the program isn't working," the evaluation process should start at the beginning of the program. The data it produces should be reviewed regularly, and evaluators, who can be outsiders or the inside planning staff, should strive to translate data into constructive recommendations. Decision makers should implement steps that lead to rapid remediation of program defects.

Poor evaluation results provide helpful information to improve the program and its management before real "negatives" ever appear. In a similar manner, positive evaluation data serves as a vehicle for strengthening program benefits, showing that the partners' efforts are paying off. It can be useful in soliciting other resources, keeping partners involved, enlisting additional involvement, and overcoming resistance to participation among individuals who have been "sitting on the fence" waiting to see whether the partnership was a good idea.

Once you have the data, it must be documented in an understandable and useable format. Then it becomes useful information. Our experience consistently shows that partners who are accountable for the learner outcome with a high degree of management organization, significantly impact learning experiences for all students. This information can help ensure the ongoing commitment of all participants.

When projects are a success, everyone participating feels good about the arrangement. Even if your projects are not producing dramatic educational

reform, your partnership may still be a success if you are working together and developing a relationship.

Some methods for holding partners accountable, include:

- Provide training, monitoring and assistance;
- Require a partner action plan to be written at the beginning and include measurable projections;
- Provide flexibility for mid-course corrections;
- Quantify number of activities, participants, retention of volunteers, recruitment of new involvement, renewal of partner membership, advancement of "add-on" activities to long term improvement projects;
- Check perceptions, attitudes, behaviors and achievements;
- Report to audiences both inside and outside (partner to partner, administrators, media) through newsletters, annual reports, media articles, speeches to chamber of commerce, school board, city council and other interested organizations;
- Hold celebration and recognition ceremonies.

There is no limit to the success and creativity of a community in which business and education are continuing partners.✦

Cynthia Shelton is president of Partners in Public Education, Seattle, WA.

Chapter Four

Designing a Partnership Plan

by Dale Van Natta

Are You Sure?

Before getting yourself and your company involved in a school-business partnership, make sure you know what you are getting into and why. Partnerships are like marriages: Some are made in heaven and some aren't. Some succeed and some don't. But they are all a lot of work and can be very worthwhile if they are properly planned.

Ask yourself why the company should get involved. Is it because everyone else has a partnership and it's the thing to do? Is it because the company needs to keep up a good image in the community and this is one way to do that? Or has your management expressed real concern over the quality of education that our young people are receiving today and given you a charter to plan an educational support program?

If you cannot answer *"Yes"* to the last question, you need to do some educational work *inside* your company before attempting to establish a successful educational partnership.

Management endorsement — if not participation — is an essential ingredient in all successful partnerships. There are several reasons for this. The first is the moral commitment. You need the substance and authority of your senior management to lend long-term credibility and stability to your program inside of your company. Without that, your partnership will be subject to shifting priorities and personnel. Second is the financial commitment. You need to know if there is money available and how much. And you need some assurance that the partnership will remain a priority item in the budget. Last, you need senior management's endorsement to establish the fact that this partnership is important and deserves support from others in the school and the community.

What Kind of Relationship?

Once you have decided that an educational partnership is right for your company, you need to give some thought to the type of program that would work best for you at the time. A school-business partnership can be as simple or as complex as needed to accomplish its mission. It can consist of one manager and one teacher working together on a short term classroom project, or it can be a consortium of several companies and community

organizations that has been organized to address a larger educational issue over a long period of time. It is the need that drives the partnership design; therefore, it is important to understand both the extent of the need and the limits of the resources available before starting the partnership design process. This will help you scope out the program, and save time spent on planning something that will never materialize.

Regardless of where the idea for a partnership program comes from, an analysis of both the company and school is necessary and must precede the actual partnership design process.

What You Need to Know About the Company

Before designing a partnership program, you need to answer the following questions about your company:

- Do you have or can you get top management support for a partnership program?
- Do you have financial resources to spend on a program? If so, approximately how much? Hundreds? Thousands?
- Do you have human resources available to work in the school? Paid? Volunteers?
- Do you have staff time available to help? How much?
- Does your company have expertise to offer? What kind?
- In what geographic locations in the community would a school-business partnership make the most sense for your involvement? Consider distance from the company, employee residences, traffic patterns, underrepresented populations, corporate goals and objectives.
- If you form a partnership, can you design it so that it has a life of its own within the company irrespective of personalities? Who will be held accountable?

What You Need to know About the School

You also need to ask some questions about the school:

- Who wants the partnership? A teacher? An employee? The school principal or superintendent?
- What kind of reputation does the school management have? If it is unfavorable, do you know why?
- What is the political climate at the school? Is there dissention between the teachers and administration or the school board? Can it affect the partnership?
- Are there any outstanding weaknesses or needs that you know about?
- If you form a partnership, will it have a life of its own within the school irrespective of personalities? Who will be held accountable?
- Who makes the important decisions?

Why Should We?

Once you have answered these questions to your satisfaction and are ready to get serious, the next step is to explore reasons for establishing a partnership. It may be that a parent or teacher has already proposed a purpose, or perhaps a school board member has outlined a series of needs and suggested a partnership program to address them. Whatever the case, it is always a good idea to meet with the superintendent or principal (or both) to review critical issues affecting the school as well as company resources that could be helpful in the partnership. This discussion is usually a precursor to further meetings involving teachers, parents, employees, representatives from other companies, and others who will be active in the partnership.

The point to remember is that no partnership should be rushed. Oftentimes an idea for a small partnership with very limited potential will blossom into a major program with far reaching results if enough time and creativity are invested during the early discussion and planning stages. Also, if the partnership involves classroom activities, it is essential that teachers be part of the planning process. They know what will work and what won't, and they know better than anyone else how much time they have to give a partnership.

When sitting down with school administrators to discuss needs, be aware that they may have needs that they don't mention — either because they think you can't help with them, or because they may not be aware of the needs themselves.

For example, your company may have an excellent management training program that could benefit the principal or superintendent. Or perhaps your company has just completed an extensive quality management program that could be used to help the school eliminate unnecessary tasks. What about sharing facilities for adult night school classes or job training programs? There are many resources that will come to mind if you take the time to think about them.

Also, try to avoid stereotypes and look for innovation. Link employee involvement with your contributions to get maximum leverage. Look beyond the local school and school district to the entire educational pipeline, including local colleges and universities. Discuss the weaknesses and strengths of the system, and then look for partnership ideas in the areas where the needs "fit" your company's resources.

If you are new to educational partnerships, start with a small project such as upgrading the quality of the library. Good partnerships are evolutionary, and if the relationship is sound, it will gain momentum.

Who and How?

Once the purpose of the partnership has been identified, you are ready to begin the design process. The first step is to form the partnership planning team. Some of the people you need on the team will have already been part of the preliminary discussions, and others will have to be recruited.

There are several ways to recruit employees. At TRW we place a *CAN DO* ad that lists employee volunteer opportunities in our company newsletter. Electronic mail is another effective way for recruiting employee volunteers. This is especially effective if you have a very large company and want immediate results. Also, don't forget your retirees and the members of employee families.

If you already know who you'd like to have on the team, invite them to a breakfast or luncheon meeting, present the partnership idea, and ask for their help. This works well when your partnership is a consortium and you are recruiting people from outside of your company.

Who's in Charge?

Before your first meeting, prepare a suggested committee organization so that the business of planning will be conducted in a structured and orderly way. Normally this requires a committee structure similar to most other organizations: chairperson, project manager or coordinators (sometimes the same as the chair), secretary, treasurer, etc. If possible, include a liberal sprinkling of advisors: experts who will critique the program plan, but who do not have the time to attend planning meetings.

Be sure to include the teachers in the planning if the partnership involves work in the classroom. Also, consider teacher union participation if there are issues that relate to them. Likewise, involve the administrators when it is appropriate. In summary, it's not a good idea to create a program without direct involvement from those who must implement it.

Nominate and elect team members at the first planning team meeting. In addition, decide whether the project is large enough to require a special steering committee. A steering committee acts like an executive committee. It meets often and runs the day-to-day business of the program. It is used whenever the regular committee is too large to meet often. Sometimes the steering committee meets weekly, while the regular committee meets monthly.

We, The People . . .

Then establish a mission statement. Don't try to write another preamble to the Constitution. The purpose of the mission statement is to provide in writing the target toward which all partnership activities will be directed. It is the rudder that steers the partnerSHIP! Try to define in the simplest of terms the reason why the partnership exists. Avoid listing all the things that you want to accomplish.

Next, identify the individual goals that you want to accomplish in support of the mission statement, and list the various strategies you will use to achieve them. Each goal should be quantified so that the effectiveness of the partnership can be measured. Attach values to terms such as *improve* and *increase* to forecast specific targets within a particular time period.

Here is a simple mission statement with one supporting goal and strategy:

Mission Statement — The XYZ Educational Partnership Program develops and implements programs that nurture the interest of underrepresented minority and women students in science and math subject matter, with the objective of encouraging them to consider further study in preparation for related professional careers.

Goal #1: Within one year, increase the number of minority and women students studying Algebra II by 50 percent.

Strategy: Using volunteers from the workplace and materials available from the National Science Foundation and paid for by the Pacific Translator Company, implement a career/math/science orientation program for all students in the ninth grade who are enrolled in Algebra I.

Note that the mission statement is not limited to a single activity. Instead, it can be supported by a variety of programs, and can be used over a period of years without modification. The goal and strategy are quantified so that success can be measured at the end of the year.

Roadmap to Success

If possible and relevant, map out a program that is complete with a time line and budget. Also, be sure to identify responsibilities and build into the plan an accountability for each person's actions. The plan should include major milestones and related planning steps. It should also include provisions both for monitoring progress and evaluating results.

Plan for publicity by targeting opportunities and scheduling press releases and media events as appropriate. Remember, everyone profits from positive public exposure. Good press means good feelings of accomplishment among the participants, including the students. It also helps when soliciting funds or recruiting more volunteers.

Your plan should also include opportunities to acknowledge and reward people and organizations that have played important roles in the partnership. Here is another opportunity to be creative. Try to think of something other than an engraved plaque to give someone whom you wish to thank.

The cost of an average plaque will buy a nice dinner for two, better yet, try to get the dinner donated. Or give the person a gift that relates to his or her hobby or favorite sport.

Proper and frequent communications are essential to any successful relationship, and this is especially true of business-education partnerships. It takes time — lots of it — and this fact should be given serious consideration before committing to the program.

First, make sure that everyone understands what the program is, its mission, goals and strategies. Next, conduct frequent meetings, to air concerns, review programs, and make changes as necessary. Finally, remove what isn't working, add new ideas, and modify things that need improvement. Partnerships are evolutionary, growing and living processes, and they should be changed as necessary to make them fit into their dynamic environment.

Be sure to share the evolving plan with management both at the school and in the company. Manager's don't like surprises or public embarrassments that result when they learn from an outsider about a project that is going on under their noses. Keeping management informed helps to prepare them for future requests.

Ideally, the committee secretary will be responsible for recording and distributing minutes of meetings. This is especially important when key decisions are made, and when members assume the responsibility for action items. Having one's name in print with an action item attached to it is a great motivator.

May You Live Happily Ever After

When it looks as though most of the nuts and bolts of your partnership plan have at least been identified, if not fully connected, and there is accord on the Mission Statement and the Goals and Strategies, formalize the agreement at a social event. Invite the participating organizations and people to a reception or luncheon where a formal document is signed by key representatives from the participating institutions. Make it a celebration! After all, haven't you just been married?✦

Dale Van Natta is director of Civic and Community Relations, TRW Space & Defense.

Chapter Five

Business-Education Partnership Model

by Barbara S. Russell

Formalizing the Partnership

A very important component of the Business-Education Partnership is the contract that addresses the commitment being made by both the school and the partner. In Memphis, TN, the partner will be either a business, civic group, religious organization, military installation, government agency or an institution of higher learning. We use the Adopt-A-School concept to link the schools with concerned partners throughout the community. Some of our schools have several partners and all 160 schools within the district are adopted. Selected programs also have specified partners such as the Visually Limited Program, Hearing Impaired Program, Driver Education Program and the Elementary and Secondary Guidance Counselors.

At an official "Adoption Ceremony" held at the school in front of the student body and faculty, a contract is signed by the chief executive officer of the adopting group, the school superintendent, school principal, Adopt-A-School administrator, and student representatives. The contract states that whatever is mutually agreed upon between the two parties will be, in fact, what will take place in this partnership. The contract is framed on-the-spot and one copy is given to the school and one copy to the partner. The contracts should be hung in a prominent place as a reminder of the commitment that has been made. This commitment is open-ended, but is considered to be for many years. When the Adopt-A-School Administrator is asked by the partner, "Is this adoption for one school year?" she can reply, "Would you consider adopting a child, then after a year or so, giving it back?" Everyone smiles; it is obvious that this will be a long-term partnership

Implementing the Partnership

Several weeks prior to the Adoption Ceremony date, the school principal is given a list of Adoption Ceremony Recommendations from the Adopt-A-School office. These recommendations are offered with the understanding that the school may alter the ceremony as they see fit. Some schools create instructional strategies for students to learn more about the organization that is adopting them.

At the initial meeting with the chief executive officer of the adopting group, the Adopt-A-School Administrator explains the best procedure for setting up an adoption. This includes:

- Naming a coordinator (or two);
- Establishing a committee with representatives from all departments or areas of operation;
- Conducting a survey of employees or members to determine what *human resources* are available within the adopting group that can be used to enrich the educational process — through business expertise, talents and hobbies.

By the time the survey has been conducted, there has already been at least one meeting between the school principal, school coordinator, committee, Adopt-A-School Administrator, and the adopting group to determine if some of the needs of the school might be addressed by the available resources of the adopter or business partner.

A second date is then set, at which time, definite plans are made, outlining goals and objectives. A schedule of events, activities, programs is put together — with some short-range and some long-range.

Prior to the meeting between the school and the potential adopter, the Adopt-A-School Administrator meets with the principal and makes recommendations for the implementation of the Adopt-A-School Program in that school. The principal is asked to name a coordinator, establish a committee and plan adoption ceremony. The Adopt-A-School office has the adoption papers prepared as soon as the date is set.

Coordinating the Partnership

In the orientation provided by the Adopt-A-School Administrator for both the school coordinator and committee, as well as for the adopter coordinator and committee, it is explained that *only* the school coordinator and/or principal should make requests of the adopter, after approval of the school committee. This is done in order to keep everyone in the school from contacting the adopter with their own needs.

After the adopter agrees to provide a particular assistance to the school, then the adopter coordinator and committee seek persons to assist in the implementation of each project. Sometimes this is done by a friendly "pat on the shoulder" and a personal request for help. Sometimes it is done through notices that are placed in all employees pay envelopes or through newsletters. Often, the adopter will refer to their "resource file" to determine who might be capable of assisting with a particular project.

If tutoring is selected as an activity, the tutors are recruited for a commitment of at least one hour at the school each week. Study skills workshops require a great deal of planning on the part of the adopter

—usually several hours each day for at least two weeks to properly implement.

Career education activities might be as simple as recruiting 20-to-30 different career types to go to the school on the same given day to speak to classes about what they do in their jobs. Another form of career education might be done by allowing students to "shadow" employees for half-a-day or more. Much more detailed career activities could be performed in the form of development clubs. This requires at least two employees per career area. At Booker T. Washington High School in Memphis, Federal Express Corporation provides 80 employees to manage 22 development clubs. These employees prepare a syllabus for an hour class session each month. Each club teaches the following messages: stay in school, be prepared for the world of work, make the most of what school offers, what to expect when leaving school in search of employment, how to best prepare themselves for a career — such as a solid grounding in English, math and science. Students participate in role-playing interview sessions. They start planning career possibilities and work out positive ways to achieve their goals. They learn the obligations they have as a member of a work team. Federal Express employees stress leadership ability through school activities.

The Adopt-A-School Administrator offers many options to adopters. A list of Suggested Activities is used to start the planning for each adoption. Adopters are encouraged to use their own creativity in developing ways to help their adopted school meet its educational goals. Resource materials are provided by the Adopt-A-School office such as tutorial guides, career education activities packets, computer assistance packets, "Just Say No" packets and Adopt-A-Friend packets.

Monitoring the Program

Monitoring of the program can take many forms. For six years, the Memphis Adopt-A-School Program was monitored by Junior League volunteers. Procedures of monitoring were provided by the Adopt-A-School Administrator.

Every month, a Junior League Liaison would contact every adoption. One month a contact would be made at the school, the next month the adopter-business would be contacted. This was frequently done by telephone; however, visits were made often, particularly during Adopt-A-School activities at the participating school. Each Junior League Liaison would make a monthly written report to the Adopt-A-School Administrator. The Adopt-A-School office would use these reports to prepare quarterly newsletters. All reports are filed in the Administrator's office for easy reference. Once each month, all Junior League Liaisons would meet with the Adopt-A-School Administrator for the purpose of reporting. Through personal reporting, it is determined if everything is going smoothly or if

assistance should be provided by the Adopt-A-School office. The eighth year of Adopt-A-School in Memphis, the Junior League Liaisons were replaced by Career Ladder Teachers. The same format has been used with Career Ladder Teachers working as Adopt-A-School liaisons.

Each year, a new checklist is provided for all principals to help them get their partnerships up and running. Adopters are also given suggestions for activities through workshops and written communications.

In addition to telephone calls, written reports and attending adoption activities, the Adopt-A-School office provides five major workshops each year. Two are for adopters only (business and organization), two are for adoptees only (schools) and one is for all of the partners involved in the Adopt-A-School Program. A simple format of Sharing and Learning is used and is extremely popular with both partners. Each individual participant is part of the agenda at the Sharing and Learning Workshops. Questions are developed by the Adopt-A-School Administrator. Sometimes oral reports are presented to the entire group offering members an opportunity to better share information. This occurs in a group of 10 or 12 peers.

Evaluating the Program

In Memphis, the evaluation process is done in several different ways. One way is through monitoring, another is by individual schools determining whether or not the partnership is successful. Another is through evaluation checklists given at every Sharing and Learning Workshop.

Results are not always expressed in terms of improved test scores. A recent example, however, is the three-way partnership between Cherokee Elementary, Target Stores and Mechanics Uniform Services. Considering the Superintendent's priority goal Number One which is to promote academic achievement, this three-partner team set out to motivate students in the first grade to *want* to learn. When the teacher asks, "Are you ready to begin?" she addresses eager learners. Students are rewarded for their enthusiasm with play money. As the school day progresses, the student earns additional play money as he or she completes tasks, like reading, writing or doing an arithmetic problem. The teacher keeps a daily score board on the wall. At the end of each week, the play money is given out to each student according to his or her earnings. At the end of the third week, each student is allowed to purchase items, selected by the teachers, from the school program, with the earned money. The results of this motivational program at the end of the first year are positive. The average reading score of participating students was 2.2 and the average math score was 2.4. It is important to note that the average national norm is 1.7 in both reading and math for this age group. The program is being continued this year and has been expanded to include all second grade classes within the school system.

The first real measurement of the success of Adopt-A-School came in 1982 when the taxpayers of Memphis went to the polls and overwhelmingly supported a sales tax increase with one-half of the amount going to public education. Memphis Superintendent W. W. Herenton gives the credit in large measure to Adopt-A-School.

In 1987, Dr. Susan Hodge, an assistant principal in Memphis, completed her dissertation "A Study of the Attitudes and Perceptions of Principals Toward the Adopt-A-School Program and Related Program Characteristics." The report was extremely favorable. It concluded that "all principals expressed similar levels of commitment to program goals and objectives regardless of the extent of (program) evaluation. Principals who conducted the least amount of program evaluation, were no less committed to the Adopt-A-School Program than principals who actively participated in thorough evaluations."

More recently, in a survey conducted by the Memphis Youth Initiative — an independent group of business executives and community leaders — the Adopt-A-School Program ranked highest among more than 100 community programs as having the greatest positive effect on students and for helping the schools to meet their educational goals.

Few Adjustments

During the past 11 years, we have made very few adjustments in the program. We still emphasize "people" and not "money," although financial support is also being given. We still have almost all of our original partners. No one has left the program because they were unhappy with the program or with the school.

Companies such as AutoZone, Inc., have decided to expand their involvement. AutoZone has adopted an elementary school, a vocational-technical center and a vocational program. Other companies such as Burger King and Wendy's have also adopted additional schools as part of their commitment to education.

One very nice thing about our Adopt-A-School Program is that it creates a family relationship between the school and the partners — a relationship in which all members of the "family" support each other. Another great aspect about these adoptions or business-education partnerships is that if a company or organization wants to do more for its school, but doesn't have the resources, they can seek other partners and look for ways to barter for those additional services.♦

Barbara S. Russell is Adopt-A-School administrator, Memphis City Schools.

Do's and Don'ts From Houston

by Terry Chauche

- Do get top management approval.
- Do have that approval expressed to mid-management and supervisors so they will allow their subordinates to be involved.
- Do include school district personnel in your consultations before you finalize a plan.
- Do be informed of other business-school efforts in your community before going too far in planning. Don't duplicate. There's plenty to do.
- Do research-proven methods and procedures.
- Don't re-invent the wheel.
- Do work with the school district persons given responsibility for business-education partnerships. Choose a school or project with them. They know where there's too much, too little, or nothing at all. They know where the greatest needs are.
- Do realize there is a proven process to developing business-education partnerships. Don't expect to accomplish this without committed staff time.
- Do realize the key role played by school principals in nearly all forms of partnerships. When you go to school to explore an adopt-a-school possibility, listen to how he/she perceives the needs of the school that a business might fill. Pick only those activities that fit your company's resources, but start with something the principal wants to have happen. Bring on your own ideas later.
- Don't be patronizing towards school staff or students.
- Do expect that business volunteers will be provided orientation, training and specific assignments to start an adopt-a-school program.
- Don't leave those assignments vague. Your people want and need specific tasks at the beginning.
- Do see in an adopt-a-school that your people are tied to individual teachers who have volunteered to work with them.
- Do follow-up periodically to see that your people are well used.
- Don't expect a school district to operate like a business. Schools don't hire and fire the students. They are public, not private, enterprise.
- Don't expect quick, measurable results.
- Do expect to be illuminated to all of society's problems.
- Don't be overwhelmed.
- Do expect business-education partnerships to provide general good will towards your company.

- Don't use partnerships and the contacts they provide for immediate sales pitches.
- Do expect to feel good.
- Do enjoy the unexpected rewards of working with children in need of individual attention.
- Do expect half of your company's volunteers to dropout of the program.
- Do expect your company's employees who stay with it, to see their participation as a privilege, a company benefit.✦
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Terry Chauche is director, Business-School Partnerships, Houston Independent School District.

Do's and Don'ts from Dade County Public Schools

by Carol Renick

Involvement in business partnerships for 12 years has taught Dade County (Miami, FL) many lessons. First, we see "Do's and Don'ts" as "Pitfalls to Avoid" and "Avenues to Success." We've charted listings under both "columns" over the past 12 years and it is hoped that any advice offered here will help you avoid those same pitfalls and take advantage of the success avenues.

Pitfalls Along the Road

- Overcommitment — Beginning a new relationship in a business partnership is exciting and usually filled with ideas, ideas, ideas! Select your priorities and tackle *only* what you know you can handle. Nothing can sour a relationship more than falling through on a commitment.
- Who's In Charge? — A partnership takes time and is a two way street. Determine responsibilities ahead of time. If they are not determined, take the initiative to communicate your needs or responsibilities to your school.
- Lack of Continuity — Make sure others at the business site are involved in partnership activities and keep records of activities. Many times when the person who initiated the partnership leaves the company, the company has no idea what has happened or what the commitment is.

Avenues To Success

- Involve Students and "Significant Others" — Students should be involved at all age levels in planning and implementing activities. Work with schools to encourage student involvement in meetings or to develop ways to obtain student input. Also, involve others in your business or civic associations to work jointly on the partnership activities. Don't do it alone!
- Plan Ahead — Plan activities and events well ahead of time. It can often take schools and school systems more time to implement plans.
- Set-a-side Time — Allow opportunities for brainstorming sessions and open dialogue. The most unique and enduring projects have been developed during the "let's give it a try" sessions.

- Communication — In written and oral forms, keep contact and communication lines open. Exchange newsletters, calendars of events, thank you notes, and ideas as often as possible.

And finally, get to know your school and your students . . . It's worth it!♦

Carol Renick is director, Department of Community Participation, Dade County Public Schools.

Do's and Don'ts from Waterloo

by Mary Ann Burk

- Do obtain the support of the Board of Education and Superintendent.
- Do develop a district-wide program mission. Partnerships should support teaching-learning methods.
- Do utilize an advisory board of community leaders and educators to provide direction, open doors and give prestige to the program.
- Do secure the commitment of the CEO and school principal and encourage them to take leadership roles in their own partnership.
- Do conduct needs assessment and resource inventories of both the school staff and the business personnel. Goals and activities will be determined based on these assessments. All activities should support the curriculum and/or individual school goals.
- Do select a facilitator from the business and from the school. Set up a partnership steering committee to plan and coordinate the programming and activities.
- Do develop a formal agreement which outlines the responsibilities of each party. Hold a formal signing ceremony.
- Do meet at least once a month, have an agenda, keep minutes. This gives the partnership *life*.
- Do provide opportunities for all facilitators to meet with one another to exchange ideas about their various programs.
- Do evaluate each partnership annually. Revise as required.
- Do provide maximum visibility for partnership activities and the program.
- Don't forget that each partnership is unique based on the needs, strengths, interests, skills and resources of the persons involved.
- Don't forget that partnerships are built on human resources, not financial resources.
- Don't forget that all teachers and employees need an opportunity to give input if they are to have ownership and support of the partnership.
- Don't forget that educators who participate in school-community committees need recognition along with community participants.

And don't forget *why* we have partnerships — to enhance the academic and social development of students!✦

Mary Ann Burk is coordinator, Partners in Education, Waterloo Community Schools, Waterloo, IA.

Do's and Don'ts from St. Louis

by J. Wayne Walker, Ed.D

- Do secure a commitment from all of the partners.
- Do make the community aware that partnerships have as their goal the improvement of education.
- Do assess the needs of all partners. Remember that the assessment of needs is a recurring step in the development of partnerships.
- Do involve all of the partners in planning.
- Do plan small, but think big!
- Do set realistic goals and clearly defined and measurable objectives.
- Do conduct a thorough assessment of all of the partners' resources for the purpose of meeting identified needs.
- Do identify coordinators and or a steering committee who have primary responsibility for managing the partnerships.
- Do focus on experiential activities involving people that will reinforce the curriculum and improve the quality of education.
- Do be honest, flexible, prepared and dedicated.
- Do enlist experienced and enthusiastic partners to recruit others for new partnerships.
- Do provide an orientation for the purpose of understanding each other's environment and establishing a supportive relationship.
- Do involve students as active partners.
- Do develop a strategy for the formal and informal recognition of all of the partners.
- Do offer training for the partners when the task requires it.
- Do provide timely and ongoing feedback in order to improve the partnership.
- Do develop an evaluation plan that will determine the effectiveness of the partnership.
- Don't start too big.
- Don't set unrealistic timelines.
- Don't forget the purpose of the partnership — to improve the education of kids.
- Don't take your partner for granted.
- Don't be deterred from your stated goals and objectives.
- Don't expect the partnership to solve all problems or provide every material needs.
- Don't overlook the details in the management of a partnership.
- Don't become discouraged.
- Don't postpone the discussion of problems if they arise.

Dr. J. Wayne Walker is director, St. Louis Public Schools Partnership Program.

Do's and Don'ts from Los Angeles

by Wayne Carlson

If you are beginning a new partnership or refining an existing one, the following check list of Do's and Don'ts are equally appropriate for businesses and schools. This list has evolved from more than 12 years of practical partnership experience.

For a quality partnership be sure that you do:

- Mutual planning;
- An activity calendar including persons responsible;
- Open ongoing communication;
- Activities tied to instruction;
- Have a clear understanding of partnership program goals and objectives;
- Have those involved see the program as a priority;
- Program coordinators committed to the partnership concept;
- Broad based ownership of program (includes everyone);
- Mutual benefits for both company and school;
- Recognize exemplary programs, activities and people responsible;
- Organize a small team from the school and company to work closely together on activities;
- Review the program annually;

To prevent the creation of a "shaky" partnership avoid these don'ts:

- No clear plan;
- Little or no ongoing communication;
- Preconceived ideas of what the program should be;
- Unrealistic expectations;
- Activities that are imposed on the other partner;
- New principal at school;
- New management at company;
- Change in company and/or school coordinators;
- Extended periods of time between activities;
- One-sided relationship;
- Clash in personalities;
- Lack of initiative;
- Lack of leadership;
- Poor choice of partners;
- No clear understanding of the benefits of the program;
- Long distance between company and the school;
- Partnership is taken for granted;
- Partners of convenience — "Shotgun Marriage."

Wayne Carlson is director of Partnerships, Los Angeles Unified School District.

Do's and Don'ts from ARCO

by Myrna Plost

If you represent a company in a major school district and have the opportunity to be the *first* to adopt a school, do so. That's what ARCO did 11 years ago. The company was approached by the Los Angeles School District to adopt-a-school and start a trend for hundreds of business adoptions of schools. ARCO adopted 10th Street Elementary School near the company's headquarters in the inner city, and a Los Angeles tradition was born. Since then, the company has adopted nine schools in Los Angeles.

If you can hire a full-time staff person — a former teacher, to run the program from the school site, do so. It makes for a comprehensive program that coordinates more than 100 corporate volunteers with teachers and students. ARCO has such a staff person at 10th Street School. If you do not have the funds to hire such a person, find an unusually enthusiastic company person to coordinate the program. And match this person and his or her volunteers with a dynamic school principal and outstanding teachers.

That is what ARCO has done at two sites, in Pasadena and with the Company's Refinery in Carson. In fact, if you can find a former English teacher who became an engineer, that's even better. That is what happened when the adoption was announced at the Refinery. Such a person stepped forward to coordinate a tutoring program. Who knows? You may have a similar person at your company.

If your CEO has the opportunity to serve as a "Principal of the Day" at your adopted high school, do so. Our President, Robert E. Wycoff, recently did that in a Los Angeles Educational Partnership Day activity. It was most worthwhile to the principal, the school, and to our president. And major media paid attention, bringing important publicity to the adopt-a-school program.

If you have the opportunity to participate in local, statewide and national organizations that promote partnerships, do so. By sharing ideas with others, your program can be more effective. Successful partnership models can be discovered, and focus on critical issues, such as literacy, dropouts, and has a better chance for solutions.

What are some of the Don'ts? Don't avoid adopting schools and sharing time and experiences with fellow adopters. It's most worthwhile, for employee volunteers and students and teachers.

Jump right in and enjoy the experience!✦

Myrna Plost is director of Education at ARCO.

Do's and Don'ts from The Discovery Channel

by Nancy Gallion Stover

One of the most important opportunities for further promotion of partnership activities is also one of the most commonly overlooked — the opportunity to maximize the reach and visibility of your initiatives through effective partnering with local and or national educational associations.

- Do write a letter to the local chapter presidents of the National Education Association, the American Federation of Teachers, Parent Teacher Association, American Association of School Administrators, National School Boards Association, and other influential leadership groups which not only offer program endorsement possibilities, but credibility to your project as well.

In addition, other general education, non-profit entities can offer exciting promotional or endorsement possibilities. The National Wildlife Federation, the World Wildlife Fund, the National Endowment for the Arts, The National Endowment for the Humanities, and many other high quality organizations are excellent resources for furthering local or national partnership projects.

- Don't make a hasty decision. There are hundreds and hundreds of educational and non-profit associations in existence nationwide. Before choosing a partner, make sure the organization is credible and properly funded. Find out about the fundamental objectives and long-range goals of the associations you are considering for partnership or promotion. You may be surprised to find that your individual or your corporation's fundamental objectives are in conflict with those of the association. You may also be disappointed to learn that money or false promotion is required in order to claim the association as a partner.

In short, make sure that the partnership helps to maximize your goals, not to simply slow down your progress and give too much credit to an uninvolved or undeserving partner.

- Don't forget the media! Not only can you quickly expand the reach, visibility and awareness of your projects by involving the media, but you may just find a true long-term partner who is just as anxious as you are to enhance their image in the community.

Local cable TV operators all over the country are getting on the bandwagon of local educational partnerships. They, like anyone else, are donating manpower and often air time which can be quite costly. If you approach them with a sound project already designed and mapped out, a project which simply lacks a media partner to help get the word out, they are often very receptive. As long as there is ample visibility for all partners

involved, a media partner will always be interested in hearing your proposal.

With every partnership, what really makes it work — and what makes it easier to get board approval or future funding — is getting the word out to as many people as possible. By effective partnering with the major educational leadership associations, you will enjoy qualified promotional assistance. By involving the local media, you will quickly expand the reach and awareness of your project. Besides, they can add a good dose of fun. When you work as hard as we all do on these things, you would definitely let everyone know what you're doing, and have as much fun while doing it as possible.✦

Nancy Gallion Stover is vice president, Educational Relations, The Discovery Channel.

Do's and Don'ts From Pizza Hut, Inc. and The BOOK IT! National Reading Incentive Program

by Eunice Ellis

- Do work with national organizations already involved in business-education partnerships to find companies with programs similar to the one you want to develop, and discuss with them all aspects of setting up and running a partnership program. If you don't know what kind of partnership program you want, investigate the educational needs of your community and use the national organization to explore programs that best match the needs of the schools to the resources of your company.
- Once you have decided on what kind of partnership program you want, do review it with interested educators — teachers as well as administrators — to get their input. Then keep them involved each step of the way in its development.
- Do consider testing your partnership program. We tested BOOK IT! in our home state of Kansas before making it available on a national level. What we learned from the test kept us from making costly and time-consuming mistakes. A successful test will also help you sell your program to educators.
- Depending upon the kind of partnership program you have, keep educators involved in an advisory capacity once the program is under way. BOOK IT! has an Advisory Council of representatives from 17 educational organizations. We meet two or three times a year. We consult with them before we make any major changes to the program, and we ask them for their input on program enhancements. We also conduct random telephone surveys of educators and in-class surveys of teachers and children.
- Do provide educators with some incentive or recognition for working with you on your partnership program. For example, once the BOOK IT! program was established, we asked teachers to send us ideas on ways they had enhanced the program in their classrooms. We printed the best of these ideas in a brochure that was included in the packet of program materials going to more than half-a-million teachers. The teachers who submitted the winning ideas were identified, and they were also sent a certificate of recognition for their contributions to the program. Many of our restaurant managers make a point of recognizing teachers at the local level for their contributions to the BOOK IT! program.
- Do get senior management behind the partnership during the development phase, and make sure they are kept informed and, if possible, involved on a regular basis once it's up and running. They should see

what benefits accrue to both the schools and to the company. To find evaluation processes, strategies and tools used by companies for measuring their program's success, refer to *Partnerships in Education: Measuring Their Success*, a publication of *Partnerships in Education Journal*.

- Do have a system in place to answer questions about your program and to take care of any problems or concerns from parents or educators.
- Do continually look for new and better ways of achieving program objectives.✦

Eunice Ellis is national director, The BOOK IT! National Reading Incentive Program, Pizza Hut, Inc.

Do's and Don'ts from McKee Baking Company

by Doris Carpenter

- Do set up a steering committee with those people in your business who are genuinely interested in the program.
- Don't try to do everything yourself. While one person must be the liaison, others have excellent ideas and often are willing to assume some responsibility.
- Do get acquainted with your counterpart, the coordinator from the school steering committee.
- Don't expect the other partner to know your thoughts and plans. Good communication and a good relationship must be maintained.
- Do reach an agreement on your goals and how you plan to arrive at those goals. A meeting of the two steering committees before the school year begins is ideal.
- Don't arrive in early September on the school's steps — uninvited, brimming with wonderful ideas to reform the educational system in nine short months. Educators will naturally resent "helpful suggestions" from an "outsider" if they feel their circumstances are not understood.
- Do advertise in your most appealing way as you solicit volunteers. Keep before employees constantly what is going on at your school. Company newsletters, employee meetings, payroll envelopes and other mechanisms are all vehicles for conveying the invitation to volunteer.
- Don't wait for formal invitations to talk with your adopted school. Talking to your co-workers regarding what is going on at the school can help spark others' interest in volunteering.
- Do have directions readily available to "first timers," with information written down on where and what time they are to report, and what will be expected of them while there.
- Don't forget to keep track of who is doing what. A separate calendar for school involvement is helpful. Forms may be needed.
- Do visit your school as frequently as possible. Get to know the teachers by name and the physical layout of the school through your own volunteer efforts.
- Don't forget to include your company's retirees and new employees.
- Do be honest with each other, in kindness. Is business interfering in the school program? Do teachers know what to do with volunteers?
- Don't give out money indiscriminately. A budget should be established and adhered to which includes funds for awards, dinners, Christmas gifts, parties and programs throughout the year. Special projects needing funding should be planned in advance, just as capital budget items for business must be requested in advance.

- Do enjoy the opportunity for expanding horizons!✦

Doris Carpenter is vice president of Human Resources and Distribution, McKee Baking Company, Collegedale, TN.

Do's and Don'ts from New York Telephone

by Winifred Grant

Partnerships in Education has produced real accomplishments and enduring relationships. I have been personally involved on behalf of New York Telephone since 1972. That first partnership still exists, has grown and is better than ever.

My experiences have taught me:

- Do commit fully to the success of the collaboration.
- Do remember always that the success of the partnership can be measured only by the success of the children.
- Do enter your partnership with an open mind. Partners all bring excellent resources to the table.
- Do develop together realistic written goals, agree on strategies and actions plans, build in a monitoring and evaluation component.
- Do make every effort to understand the culture of the others — businesses, schools or community-based organizations.
- Do involve personnel who have a positive attitude and want to participate. Success will convert the doubters.
- Do share the premises of all partners for meetings, training seminars and projects.
- Do have all take part in the recognition and celebration of success.

Common sense, you say. To many, yes, but I have witnessed partnerships that failed because many of these ingredients were absent. School personnel tell me that business people are often condescending. Business people tell me that school administrators and teachers are often hostile. We are all of these sometimes; however, through commitment and understanding we can achieve success for us all.

Since I am by nature positive, I find it difficult to list "Don'ts" but there are two that I have seen destroy many partnerships.

I therefore plead:

- Don't Mr./Ms. Business Person, assume you know it all.
- Don't Mr./Ms. Administrator or Teacher, assume that all business people blame you for the problems in our schools.

We both know that changes in the larger world have had a negative impact on our smaller worlds. We know that "at risk" applies to very aspect of our civilization. Only through teamwork can we make positive contributions toward our success.

Partnerships in Education is a way to go.✦

Winifred Grant is director of Educational Relations, New York Telephone.

— A School District Model

by Terry Chauce

Houston Independent School District

The coordination of Houston's business-education partnerships by the Houston Independent School District (HISD) was a fairly simple, straight forward matter in the early years.

Stage I — Start-Up 1980-84

In 1980, the school district created the central administration position of director of Business-School Partnerships located within the department of volunteer services. An advisory committee was formed of farsighted business people concerned with public education: ARCO, Houston Lighting and Power, IBM, Shell, Southwestern Bell and Tenneco. Joined by willing workers from small companies, they initiated individual adopt-a-school programs for their own organizations. Further, they recruited other companies, advised, and lent credibility. Partnership goals and objectives were agreed upon with the Superintendent.

The district director stepped in to perform necessary functions not being performed by the business advisory committee including: developing the process, procedures, materials, most of the recruitment, follow-up, P.R. recognition, all of the matching, orientation, and training, arranging and supporting all meetings.

The Business-Education Partnership office was also the funnel for interest other businesses expressed to the school district. The district director interacted with the advisory committee: with the Chamber of Commerce, the Rotary Club and other outside business groups; with individual businesses; with the General Superintendent; with school district administrators; and with particular attention to the principals.

The director had selling jobs to do both to businesses and to principals. It was key to the development of successful, on-going programs that adopt-a-schools start with the principals' perceived needs and directions.

Year by year, programs grew in numbers: 1980-81, 17; 1981-82, 42; 1982-83, 88; 1983-84, 188. Leadership was clearly provided by the General Superintendent and the school district during this phase.

Stage II — Riding the Tide 1985-88

Houston experienced a severe downturn in its economy in this period but connections between business and the schools grew unabated. HISD's Business-School Partnership Program had credibility and momentum.

To ride this tide, existing non-profit organizations (NPO's) outside the school district now turned their attention to connecting businesses with schools. New NPO's were established specifically to do programs with public schools. NPO's purposes were now to lower the dropout rate or to prepare minorities to go to college as well as to get private enterprise's point of view across to students.

Other departments within the school district rode the tide and initiated programs. They were supported by the Business-School Partnership office.

The office of Business-School Partnerships in the school district continued to perform the functions it did in Stage I, but the emphasis changed from recruitment to guidance. Just as the director performed necessary functions not performed by the advisory committee in Stage I, now the director took stock of many organizations and many programs, and provided a centralized, informed source. The school district exercised benign control by what it encouraged and what it would allow to happen in the schools.

At this time, we were at 700 connections between businesses and schools. As areas of activities were redirected or spun off, a growing problem was managed by a small staff in the school district, thus avoiding the creation of jobs difficult to eliminate later in a bureaucracy. Non-permanent jobs instead were added in the NPO's.

The school district director interacted with NPO directors to be kept informed, but also to support and to advise. The school district's Business-School Partnership Director and the Director of External Relations sat on numerous NPO boards and committees.

The district director looked to see that outside programs helped and did not overburden school principals. It was a creative chaos period on the outside and the district director worked with other district administrators and directly with principals to advise on the practical limits of participation.

The Houston Chamber of Commerce at the end of this period moved to play a role. The school district director played a key role in the establishment of an education committee in 1987-88. At that point, the committee was indirectly connected to the school district's Business-School Partnership Program. It developed considerably thereafter with a superstructure built to deal directly with the General Superintendent on issues such as political support.

Stage III — Institutionalization 1989-93

The school district continues to allow and to encourage NPO's to carry the ball where they do the job well. It gives direction, and is generous with helping the suburbs establish programs. Other school districts, other departments within this school district and individual schools initiated business involvement at this point and are supported, trained, by the district director. At this stage, actual recruitment by the director was almost exclusively at the time when the partners signed an agreement to begin the partnership. Funneling, providing orientation and training, encouraging networking, the district director looks ahead to see when the tide will turn and businesses, non-profits and other organizations decide they no longer want to be involved with the schools.

This is how it is in Houston. We build. We watch others build. We adapt. In other cities, school districts may insist on more control. In a very large district with 193,000 students, 20,000 employees, 234 schools, tight control is not realistic. This is how we handle it in this school district that is 43 percent Hispanic, 39 percent Black, 15 percent White, and 3 percent Oriental. With a 40 percent mobility rate. This is how we handle it in a city so strong on individual initiative.✦

Terry Chauche is director, Business/School Partnerships, Houston Independent School District.

A Collaborative Model

by Barbara Bridge

Partnerships In Education: Pittsburgh, PA

Pittsburgh's Partnerships In Education (PIE) program was established in 1979 by the Allegheny Conference on Community Development (ACCD) in collaboration with the Greater Pittsburgh Chamber of Commerce and the Pittsburgh Board of Education.

From the program's inception, the Allegheny Conference has acted as fiscal agent for PIE. Funds for PIE's operating budget are directed through the Allegheny Conference's accounting office for payment of all PIE invoices.

PIE is co-sponsored by the Greater Pittsburgh Chamber of Commerce where PIE is housed. Staff members are Chamber employees and are therefore covered by the Chamber's benefit package and paid through the Chamber with funds by the ACCD.

PIE pays the Chamber for the cost of office rental, postage, and publication production through the Chamber's printing facility. In addition, PIE pays the Chamber an administrative fee to cover the cost of duplication, telephone, and payroll services. The Chamber provides PIE with in-kind services equal to one-quarter of a secretary's salary.

The program's third co-sponsor, the Pittsburgh Public School District, works cooperatively with PIE in the areas of program planning and business recruitment. The district routinely refers community inquiries concerning business involvement in the schools to the PIE office. The district also contributes approximately half of the PIE's annual budget. The remainder of the budget is raised from voluntary donations of $1,000 to $3,000 solicited through an annual fund raising letter sent to participating corporate partners.

The Pittsburgh staff administers the Partnerships program and a youth employability program known as Pittsburgh New Futures Careers, which has a separate budget. The PIE staff includes eight full time people divided between the two programs as follows:

PIE — 2.5 full time Equivalent

PNF — 5.5 full time Equivalent

PIE's director, marketing director, and partnership coordinator split their time between the administrative responsibilities for both programs. In addition, a special projects assistant and a secretary complete duties as assigned for both programs. The PNF Careers program includes three additional staff whose responsibilities lie solely with this program.

The PIE director has oversight responsibility for the entire program, while the partnership coordinator recruits new partners and monitors

existing partnerships to insure continuing growth. The marketing director writes and edits PIE publications, takes photographs at partnership activities and maintains the resource center for the national Association of School-Business Partnership Directors.

Pittsburgh currently has 66 partnerships in an urban district that serves 39,308 students. These partnerships include all of the district's 14 middle and 11 high schools. Nineteen of the city's 50 elementary schools are partnered as are four of seven special education centers. A number of schools have magnet, school-within-a-school programs with their own partners. Another 29 Associate Partners — most often non-profit agencies, that prefer to offer their resources on a districtwide basis rather than in a one-to-one relationship with a school.

Communication between the PIE office and participating schools and businesses is coordinated through several vehicles. A typewritten memo, known as the *FYI*, is published every six to eight weeks; the PIE newsletter is issued three times a year. Both publications highlight partnership activities, welcome new partners, acknowledge honors and awards, and share resource information. *FYI* is also used to distribute pertinent newspaper and magazine articles and a Partnership Update Form that partners use to inform the staff of upcoming, newsworthy events. Additional information for the *FYI* and the newsletter is gathered through regular visits and phone calls by the partnership coordinator and the marketing director to schools and businesses.

The PIE annual report is written using information collected from report forms completed by each partnership at the end of every school year. The information gathered from the forms is also used as anecdotal evaluation of the year's partnership activities. The annual report recognizes participants' efforts during the year and is used as a marketing tool for recruiting new business partners.

Coordinators' meetings, held three times a year, are another effective method of communication. These meetings are planned by the partnership coordinator and are usually held in meeting space donated by business partners. Meeting formats most often include instructional workshops, presentations by individual partnerships, and partnership recognition activities.

As a mature partnership program, Pittsburgh's Partnerships In Education structure is well established. Plans for the future call for the possible development of a volunteer network that would help maintain communications with all of the individual partnerships by insuring personal contact with PIE coordinators on a regular basis. The Pittsburgh staff would also like to develop more sophisticated methods of program evaluation.✦

Barbara Bridge is marketing director of Partnerships In Education.

— A Foundation Program

by Deborah Diggons

PENCIL — Nashville

Nashville's business-education partnership program was initiated in 1982 by business and community leaders who founded the private non-profit PENCIL Foundation to administer Adopt-A-School. Since that time, PENCIL, an acronym for Public Education: Nashville Citizens Involved in Leadership, has become a clearinghouse for private sector efforts to enhance educational and employment opportunities for Nashville's young people.

Beginning with only two employees to administer Adopt-A-School, the foundation has expanded to become the umbrella organization for six distinctive programs with more than 40 staff members. These programs are Adopt-A-School, Jobs for Tennessee Graduates, Opportunity Awareness Program for dropout prevention, *Nashville Banner* Student Writers Showcase, The HCA Teacher Awards, and Youth Service Job Skills Training and Employment.

The advantages of a private foundation operating diverse partnership programs are myriad. Office space, equipment, supplies, clerical and other support personnel are shared, keeping overhead administrative costs at a minimum. Perhaps the most significant benefit is the sharing of information and contacts in business that help us identify resources in the community that can be matched with the needs of schools. Directors of the individual programs regularly exchange information as well as apprise one another of needs within one program that may be met by resources in another program. Because PENCIL serves as a broker of community resources, businesses and civic groups seeking to initiate projects to benefit schools are directed to the foundation in order to avoid inefficient duplication of efforts and burdensome project evaluations by the schools' administrative staff.

Foundation education programs include Adopt-A-School and two other programs sponsored by businesses for public schools — The *Nashville Banner* Student Writers Showcase and The HCA Teacher Awards. Education programs share a director, one full-time and one part-time assistant, and a secretary. The director is responsible for recruiting new partners for the schools and for maintaining existing partnerships. A public relations director shared by all six PENCIL programs edits the programs' monthly newsletter, initiates press coverage, and helps with event planning. One way in which Adopt-A-School communicates ideas and motivates business coordinators is through coordinators workshops held twice yearly. To generate enthusiasm in the CEOs of adopting businesses, an annual Seat

Swap is held in which principals and top business executives exchange job responsibilities for a day. The education event of every year is the Adopt-A-School dinner held at Opryland Hotel. The dinner, a citywide adoption ceremony attended by school principals, coordinators and the CEOs, and coordinators of adopting businesses, is a massive undertaking made manageable by the employees of PENCIL's other programs who usher, register, decorate and perform the tasks required to make a sit-down dinner for 600 successful. Shared personnel also makes possible the smooth operation of the *Nashville Banner* Student Writers Showcase Awards Ceremony, an annual event attended by more than 1,000 students, teachers and parents.✦

Deborah Diggons is public relations director, PENCIL Foundation.

— A Corporate Program

Alvin Granowsky, Ed.D

World Book, Inc.

World Book's national "Partners in Excellence (PIE)" classroom reading program is joining with businesses to bring mutual strengths to the school partnership. Since 1986, more than 12 million students have read millions of books in the PIE program. The program also benefits children by placing needed reference material in classrooms at no additional cost to the schools. So far, students in 120,000 North American classrooms have earned $42 million worth of *The World Book Encyclopedia*, *Childcraft — The How and Why Library* and other basic reference tools not typically available to regular classrooms.

Gardere & Wynne, the largest law firm in Dallas, TX, agreed to participate in a PIE program at the William B. Miller Elementary School after the firm's chief executive officer heard about the program from his daughter. At the time, Gardere & Wynne already was involved with Miller Elementary, a low-income, minority school, through the Dallas Independent School District's Adopt-A-School program. But until PIE, the firm hadn't found any effective, meaningful way to work with the faculty and students.

Miller students who took part in PIE agreed to read a minimum of seven books in seven weeks and obtained sponsors who gave nominal amounts ($.50 a book) for books read. Gardere & Wynne contributed nearly $5,000 to purchase reference books for every classroom in the school after 650 students raised $2,000 through their own efforts. World Book contributed $3,500. In addition to contributing money, 10 Gardere & Wynne employees committed 4 hours each to teaching research skills to the students.

The Dallas Cowboys football team and the Dallas Mavericks basketball team demonstrated their concern for children's education by sending some of their athletes to the PIE award ceremony at which the children received certificates of achievements and Olympic-like gold and silver medals for their accomplishments.

A similar success story took place in Atlanta, GA where a World Book sales manager enlisted the support of four local businesses: the Citizens Trust Bank, Mutual Federal Savings and Loan Association, Portman Companies and The McGregor Company. The manager first phoned the companies in September, 1989 and later asked in person for specific donations to the John F. Kennedy Middle School in Atlanta. The companies contributed $3,000 for educational materials.

The school's principal, Dr. Obediah Jordan, was knowledgeable about PIE and supported the program wholeheartedly, an important requisite for

success. He was present when the World Book manager presented the program to the school's faculty. In November, 250 students, out of a student body of 600, began the PIE program. At the end of the seven weeks, they raised $5,000 toward the purchase of 10 sets of encyclopedia and other reference books. World Book contributed $2,500 toward the materials.

PIE/local business partnerships are enabling schools to benefit from reference material for which they are not budgeted or would not otherwise be able to afford. Students are motivated to read dozens of books in an exciting, cooperative venture which rewards them for their efforts. And local businesses, many of which want to help schools but don't know how, are able to contribute to their community — and are getting positive recognition for their efforts too.✦

Dr. Alvin Granowsky is vice president, School and Library Services, World Book-Childcraft, Inc.

— A Community Alliance

by Howard L. Mills

Rochester Brainpower

Brainpower is the business response to a 1986 "Call to Action" that urged the *entire community* to become engaged in education. Co-founded by Rochester's Industrial Management Council and Chamber of Commerce — and supported by the area's leading businesses — its mission is to help improve public education.

Led by a loaned executive, Brainpower coordinates the application of business resources to improve public education. The agenda has expanded to six goals:

- Jobs — Student preparation for and placement in jobs as incentives for classroom performance and for exposure to the work environment.
- Partnerships — Involving business employees in activities with students to tutor, mentor, and otherwise encourage them to achieve an education.
- Marketing of Education — Use of print and broadcast media to explain the need for education and to highlight student and parent roles.
- Staff Development — Enhancement of teaching, student counseling and management skills.
- Consulting Resources — Access to business' problem-solving capabilities for the school district.
- Early Childhood Education — Determination of where business resources may *appropriately* be applied to pre-school problems (in development).

Rochester was fortunate in that some activities were already underway before Brainpower was founded. Among others, the Center for Educational Development (CED), the local education fund, was coordinating community partnerships with the school district. By mid-1987, the Governor's School and Business Alliance (SABA) was coordinating the point of entry into the district.

Second Generation

Rochester's quick start-up and rapid growth were attributable to prior groundwork, commitment, and government as well as high-level business support. The program received official recognition from the President of the United States twice in two years. But, by early 1989, educational reality and tightening economic conditions raised another generation of challenges. The most significant of these were:

- The hoped for reduction in student dropout rates and early improvement in academic performance were not readily apparent.
- Many grant makers began to insist that ongoing projects "seeded" by their contributions start to rely more on local funding sources.
- Major business sponsors began asking for assurance that their support was applied cost-effectively, and to the highest priority objectives.

The message could not be more clear: good as things might be, they had to be better. Rochester Brainpower and its associated agencies were in for a long haul. Commitments had to be reconfirmed, planning sharpened, and the application of resources better coordinated.

Rochester Learning Alliance (RLA)

Brainpower, CED, and SABA leaders determined to meet the challenges head on. Resolving to work in concert on issues of common concern, their first task was to organize and establish mutual trust. The Rochester Learning Alliance was born in January 1990 as an association of equals. Its objectives are to:

- Coordinate program planning, building on the strengths of the associated agencies.
- Aim at eliminating redundant activities, facilities, and associated costs.
- Make a single, coordinated, annual appeal for corporate funding.
- Achieve these without compromising the mission accountability or fiduciary responsibility of the associated agencies or their boards.

The RLA's policy body is a steering committee composed of two representatives from each of the agency boards. They may recommend charter modifications to those boards. Operations are conducted by a management team consisting of the agencies' executive directors.

The principal strength of the alliance is the skill and "constituency" each agency brings into this joint venture.

- Brainpower's access to technical expertise and broad-based business and Advertising Council support.
- CED's skills as the RLA's primary service delivery agency, and its base of community organization support.
- SABA's City School District connection and New York State support.

Greater Than the Sum of Its Parts

In the early months of 1990, the alliance has undertaken projects impossible for the separate agencies alone. RLA is working on a fund raising campaign, new processes for initiating and evaluating partnerships, placing role models into the schools, advertising opportunities, and budget problems. Early accomplishments include a Rochester-area

partnership directory issued in February, initiation of the "Brainpower Hall of Fame" in March, and a mentoring symposium held in April.

The road has not been entirely smooth. But acceptance of the alliance concept is growing. Two more key service delivery agencies in Rochester have entered into membership discussions; others are expected.♦

Howard Mills is a Xerox Corporation Loaned Executive, and Executive Director of Rochester Brainpower.

Want to Know More?

If you would like to know more about any of the partnership programs that we have covered in *A Manager's Handbook to Partnerships* — or if you have a specific questions that you would like to ask any of the authors, please contact them directly.

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Dr. Susan D. Otterbourg, president, Delman Educational Communications, 7 Kira Lane, Englewood, NJ 07631, 201-567-5397.

Cynthia Shelton, president, Partners in Public Education, 1200 One Union Square, Seattle, WA 98101-3186, 206-461-7244.

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Howard L. Mills, executive director, Rochester Brainpower, 930 East Avenue, Rochester, NY 14607-2241, 716-244-8596.✦

Partnership Resources from InfoMedia Inc.

Partnerships in Education Journal — the nation's original monthly publication that targets all types of programs including business-education partnerships. Published 12 times per year. $37.50 for 1 year or $60 for two years.

PIE Journal National Partnership Awards — an annual competition designed to recognize exemplary school- and corporate-based partnership programs in selected categories. Deadline is May 1 of each year. Write or call for more information.

Business-Education Report — is a national monthly publication that focuses on the total involvement by business in education. A feature is the "Corporate Directors Column" written by a corporate director or manager of education programs. Published 12 times per year. $150.00 for 1 year or $250 for two years. A subscription to the *Report* includes a subscription to *Partnerships in Education Journal.*

Directory '91 — the fourth annual edition of the nation's only directory of partnership practitioners from business, education, government, associations and non-profits. *Directory '91* contains hundreds of program descriptions and the names, addresses and telephone numbers of the people who direct or manage these programs. $30 plus $3 s&h.

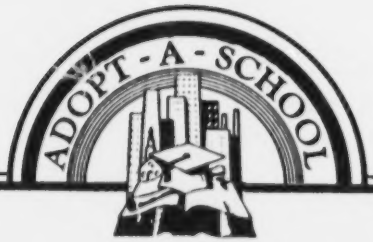
Partnerships That Work! — a digest size book that offers a quick-read on 22 exemplary school- and -corporate based partnership programs. Each chapter is written by a noted expert in the partnership field. $24.95 plus $2.50 s&h.

Partnerships Video, Volume II — a collection of video presentations on various partnership programs from large city to suburban school districts. Available in VHS format only. $22.95 plus $2.30 s&h.

Partnerships in Education: Measuring Their Success — the nation's first book to examine the measurement and evaluation of partnership programs. The book contains 24 models where measurement are key to the programs' success. $24.95 plus $2.50 s&h.

How to Measure and Evaluate Partnerships — a how-to companion to *Partnerships in Education: Measuring Their Success.* This book offers a step-by-step explanation of how to measure and evaluate partnership programs. Forms used in the measurement and evaluation of partnership programs are included. $29.95 plus $3 s&h.

To verify current prices and learn more about our partnership resources write InfoMedia Inc., P.O. Box 210, Ellentown, FL 34222.



Declaration of Adoption

hereinafter known as the ADOPTER, does hereby make, publish, and declare this a Declaration of Adoption of

hereinafter known as the ADOPTEE.

Now, therefore, the duly appointed Representative of the ADOPTER shall, with the duly appointed Representative of the ADOPTEE, determine by what means and in what manner the ADOPTER and the ADOPTEE may pursue a mutually enriching relationship with all the pleasures and benefits thus derived being assignable ultimately to the primary beneficiary of the Adoption, namely the community in which both the ADOPTER and ADOPTEE reside.

In witness, thereof, the parties hereunto execute this Adoption on this the_____ day of _____ , 19____ .

School Principal

Adopter Representative

Student Representative

Adopt A School Chief Advisor

Adopt A School Administrator, Memphis City Schools

Superintendent, Memphis City Schools

Adoption Ceremony Recommendations

ATTENTION PRINCIPALS: Once a potential adopter agrees to adopt your school, we are requesting that you set up an assembly program for the purpose of introducing your adopter to the entire student body and to sign the adoption papers. We are recommending the following check list for your consideration in setting up this adoption ceremony:

_____1. Put up a large sign welcoming your adopter.

_____2. Have students wear name tags (made by individual students) welcoming adopter on date of ceremony.

_____3. Have students as escorts for special guests.

_____4. Have a brief reception, either before or after the adoption ceremony.

_____5. Adoption ceremony can be from twenty minutes to one hour long.

_____6. Have a printed program to hand out at the adoption ceremony.

The following agenda is suggested:

Master of Ceremonies.....Principal

Pledge of Allegiance.....Student

Song or Entertainment.....Student, Group or Everyone

Welcome.....Student

Introduction of Special Guests.....Teacher/Coordinator

"What it Means to be Adopted".....Assistant Superintendent

Adoption Ceremony and Remarks.....Barbara S. Russell
Adopt A-School Administrator

Name of Adopter and Chief Executive Officer's name
Name of School and Principal's name
Names of one or two students who will sign adoption papers

"All About our Adopter"...Representative from Adopting Group

Concluding Remarks.....Principal

You may choose to combine this adoption ceremony with another assembly program; however, we hope that you will make the adopter feel both wanted and needed by your school. Original skits, poems and songs are excellent ways to show adopters how you feel about them.

If you have any questions, please call Barbara Russell (454-5622).

SUGGESTIONS FOR IMPLEMENTATION OF ADOPT-A-SCHOOL PROGRAM

_____ 1. Faculty meeting to brief teachers on the Adopt-A-School Program, get their input for your "School Needs Assessment" list and their suggestions for possible utilization of volunteers. Be sure to stress that this is a "people" program, not a "money" program.

_____ 2. Make "Needs Assessment" list.

_____ 3. Appoint an assistant to help coordinate the program.

_____ 4. Make students aware of the adoption - build enthusiasm.

_____ 5. Invite Adopter group to your school (perhaps for lunch) for tour of facility and meeting to discuss your list of needs and Adopter's list of possible people resources. Prepare a list of Goals and Objectives for the year. NOTE: When you invite your Adopter to your school for lunch, the school must handle the tab--not the cafeteria.

_____ 6. "Welcome (Adopter's name)" banner displayed and perhaps badges for each student to wear on day of meeting with Adopter. Each student to make own badge.

_____ 7. An assembly program to formally introduce students to representatives from Adopter group and to explain the kinds of activities that are being planned. At this time, the Adoption papers should be signed. PLEASE NOTIFY BARBARA RUSSELL (454-5622) WHEN SETTING THIS DATE SO THAT ADOPTION PAPERS CAN BE DRAWN UP AND SO THAT SHE OR A REPRESENTATIVE CAN ATTEND THIS MEETING.

_____ 8. Put Adopter on your Principal Advisory Committee.

_____ 9. When volunteers come to your school to work:

_____ (a) have a designated place for them to sign in

_____ (b) provide special name tags for volunteers

_____ (c) try to ensure that volunteer is not placed with teacher who does not want help.

_____ (d) make students aware that a volunteer will be coming. Impress on them the importance of being courteous, alert, responsive, etc.

_____ 10. Use statement of Goals and Objectives to evaluate your program.

_____ 11. Be sure to thank Adopter at end of school year - perhaps by letter, by recognition at assembly program, by certificates, etc.

_____ 12. Be open with Adopt-A-School Liaison assigned to you. It is the only way he/she can help you.

NEXT YEAR ....

_____ 13. Early kick-off. NOTE: Your Adopter's coordinator may change each year.

POINTS TO REMEMBER

1. Remember that we are not asking for money. This is a people program.
2. The Adopter should not be asked to carry out only one project.
3. A newsletter will be distributed periodically on Adopt-A-School activities based on reports by Adopt-A-School Liaisons.
4. Please call Barbara Russell (454-5622) if things are not going well.

* * * * * * * * * *

AT THE ADOPTION CEREMONY: Please have a student selected to sign the Adoption papers.

See list of "Adoption Ceremony Recommendations".

ADOPT-A-SCHOOL

HUMAN RESOURCE SURVEY

Your Name _____

Present Position _____

Telephone Number _____

Our adopted school is _____

Would you be willing to participate in some way, if called upon, in the Adopt A School program? _____ YES _____ NO

If yes, please fill in the following:

Business Expertise

_____

_____

_____

_____

_____

Hobbies (such as scuba diving, aerobics, golf, etc.)

_____

_____

_____

_____

_____

Talents (such as singing, dancing, playing musical instruments, etc.)

_____

_____

_____

_____

If you have any questions, please contact _____ at
coordinator

_____
telephone number

THANK YOU!

PARTNER INFORMATION FORM

PENCIL staff uses information from partners for recruiting new adopters, as a guide for new partners, a tool for evaluation, a resource for media requests and a basis for writing to national and state publications as well as for PENCIL publications. Forms are kept in the partnership's permanent file. Please return form each month or as activities occur.

Your name _____ Date _____

Adopter _____ School _____

You are with: ☐ School ☐ Adopter Telephone _____

Describe activity: (See back for describing additional or future activities.)

When did this happen? Is it ongoing?

What did the adopter do? Name people and include titles.

Estimated number of volunteer hours: _____

What did the school do? Name people and include titles.

Who or what benefitted from the activity?

What results were obtained?

over ➡

Describe any additional activity:

When did this happen? Is it ongoing?

What did the adopter do? Name people and include titles.

Estimated number of volunteer hours: _____

What did the school do? Name people and include titles.

Who or what benefitted from the activity?

What results were obtained?

Describe any events planned for the future:

May we quote you? "_____"

_____

Return to:
Patricia Parks
PENCIL Foundation
421 Great Circle Road, Suite 100
Nashville, TN 37228
(We are on the school mail route)

ADOPT-A-SCHOOL
BUSINESS/COMMUNITY VOLUNTEER INTEREST FORM

Our company has volunteered to participate in Project PENCIL's Adopt-A-School Program, and has chosen to "adopt" _____.

This program is an effort to make available to our school employees from our company/organization who can serve as role models and exemplify the positive benefits of education and the free enterprise system. There are many opportunities for us to work with students on school projects, regular studies, and new activities which we can plan together.

There is an Activities and Ideas Book which contains samples of others' successful activities available in _____'s office. If you wish to come by and look at it, it may give you some ideas or get your own thoughts going.

Below, please indicate your interest in this worthwhile endeavor. When you have completed the form, please return it to _____ by _____.

NAME: _____ PHONE NO.: _____

POSITION: _____
(Job title, Department, Shift)

___ Tutor gifted students and/or those that are struggling in _____

___ Assist students in preparing school publications

___ Conduct workshops on economic issues for teachers

___ Participate in career awareness events

___ Work with science and math action learning programs

___ Share hobbies in and out of the classroom _____

___ Give support in classroom, library helper, field trip chaperone, paper grader, etc. (specify) _____

___ Sponsor school club

___ Help with incentive awards for achievement, attendance, etc.

___ Act as judge for a school event

___ Other (specify): _____

SCHOOL PROFILE

Project PENCIL
Name of School: _____

Address: _____

_____

Principal: _____

Telephone: _____

Grades: _____

Number of Pupils: _____

Where do students live?

Narrative: please describe school, and include the strengths you see as well as the needs. Give us a feeling for your school.

Possible activities with a business partner:
You might want to get ideas from faculty and parents also. Think in terms of how you might use employees of the business. Be creative and as specific as possible because the companies we are recruiting often have difficulty envisioning how they can be of help to a school.

*Use the back of this sheet if you need additional space.
Please return this at your earliest convenience. Thank you.

Pat Wallace
Project PENCIL
237 French Landing Drive
Nashville, TN 37228
Telephone: 242-3167

*We are on the school mail route

(Have the principal brief the faculty and staff on the partnership program and have him/her stress that it is a union of involvement. Too many requests for expensive items tend to turn an adopter away and inhibit communication. A handout such as the one below may be used to gain ideas schoolwide.)

SCHOOL NEEDS ASSESSMENT

Our school has been adopted by _____. In order to plan activities for the year, please complete this form, indicating needs/opportunities you think are appropriate topics for activities. If you have specific projects, share them also.

What needs within the school and your classroom could be addressed with the help of people from our adopter organization? (Remember, the emphasis is on involvement, not financial support.) Also keep in mind some new and exciting things that can be done that may or may not relate to needs.

When you have completed the form, return it to the office.

NAME: _____

POSITION: _____
(Teacher, Parent, Student Council member)

School needs: _____

_____

_____

Specific Classroom Needs: _____

_____

_____

Opportunities for New Activities: _____

_____

_____

Project Ideas: _____

_____

About this Book

A Manager's Handbook to Partnerships is a step-by-step guide on how to create, implement and operate partnerships between the private and public sectors and the schools.

Contributing authors to the book include corporate and educational experts in the field of business-education partnerships.

A special feature of *A Manager's Handbook to Partnerships* is "Some Advice from the Experts" in the form of partnership "Do's and Don'ts."

Also included are the descriptions of five various partnership models including those of a school district, collaborative effort, foundation, corporate program and a community alliance.✦